

AL.2.1998-
262
c.2 [1]

SOCIAL STUDIES 20

TEACHER MANUAL



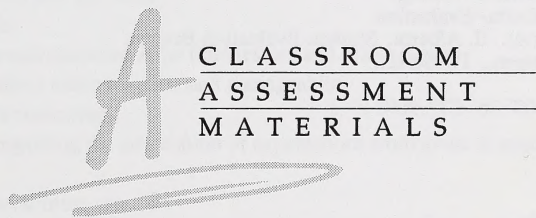


Digitized by the Internet Archive
in 2016

https://archive.org/details/socialstudies20educ_0

SOCIAL STUDIES 20

TEACHER MANUAL



Copyright © 1997, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2. All rights reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic, mechanical, recording or otherwise, or by any information storage and retrieval system, without permission in writing from the Minister of Education.

Teachers may photocopy "Student Materials" as required for educational use.

Additional copies may be purchased from Education Advantage Inc. and/or from the Learning Resources Distributing Centre.

Canadian Cataloguing in Publication Data

Main entry under title:

Social Studies 20

(Classroom Assessment Materials Project (CAMP))

Compiled by Alberta Education, Student Evaluation Branch.

Contents: Teacher manual - Student materials - Examples of students' responses.

ISBN 1-55249-040-8 (set) -

ISBN 1-55249-037-8 (Teacher manual) -

ISBN 1-55249-038-6 (Student materials) -

ISBN 1-55249-039-4 (Students' responses)

1. Social sciences--Alberta--Examinations.

2. Academic achievement--Alberta--Testing.

3. Education, Secondary--Alberta--Evaluation.

I. Education Advantage (Firm). II. Alberta. Student Evaluation Branch.

III. Title: Social studies fourteen.. IV. Series.

H62.3.S632 1997

300'.76 C97-900110-2

Printed and Bound in Canada

Manufactured and Distributed by:

Education Advantage Inc.
Edmonton AB

Cover Illustrated by

Hung Lee, a student from
Eastglen High School, Edmonton.
Teacher Mr. G. Prokop.

The Classroom Assessment Materials

Background

The Classroom Assessment Materials Project (CAMP) was launched in 1994 in response to Alberta Education's goal of establishing and effectively communicating clear learning outcomes and high standards for each area of learning. As well, the project is a response to teachers' ongoing requests for high-quality assessment materials to use in their classrooms. CAMP also addresses the need for a common understanding of provincial standards that is frequently expressed by parents, teachers, school administrators, and other public spokespeople.

Although Alberta teachers and Alberta Education developed the Classroom Assessment Materials for teachers to use in Alberta's schools, educators from other provinces and countries have indicated that these materials have considerable potential for their jurisdictions.

Development

Alberta Education staff have worked closely with teachers from all over Alberta to design and develop the Classroom Assessment materials. A project advisory committee with representation from key education organizations, including the Alberta Teachers' Association, provided essential advice and direction for the overall shape and philosophy of the project. Teachers have contributed in numerous and invaluable ways. They have:

- selected resource material and data bases
- developed questions and activities
- validated materials
- offered their time and classrooms for field testing and pilot testing
- provided advice about administration and manageability
- served on revision committees
- provided advice regarding the articulation of expectations from grade to grade/course to course and across subjects
- written and revised scoring criteria
- selected examples of students' work and written commentaries about them
- confirmed that the standards represented and expressed in the final materials are appropriately demanding, faithful to *Program of Studies* expectations, and clearly expressed or illustrated.

Without the dedication and professionalism of Alberta teachers, this project would not have happened.

Purpose of the Classroom Assessment Materials

The Classroom Assessment Materials are summative assessment packages. They are designed to be used by classroom teachers to assess students' achievement of the learning outcomes specified in the *Program of Studies* relative to clearly stated standards.

The assessment activities in the CAMP materials are designed to be administrated in a classroom setting at times that suit the needs of the teacher and her or his students. The materials are not suitable for any other assessment purpose (e.g., diagnostic assessment, pre-instruction assessment, evaluation of instructional practice, system-wide assessment, program evaluation, teacher evaluation), and therefore they may not be used for any purpose imposed by any authority external to the classroom.

Contents of Each Set of Classroom Assessment Materials

Each set of Classroom Materials contains three “documents”:

- a *Teacher Manual* with complete information about the assessment activities, their relation to the *Program of Studies*, the weighting of assessment components, statements of standards, and administration instructions including scoring criteria and details for calculating students’ marks
- complete *Student Materials*—all of the information, tests, and booklets that students will need for each component
- *Examples of Students’ Responses* that show actual student work in relationship to the scoring criteria, along with explanatory commentary

For each grade, subject, and/or course, there are several assessment components that work together to provide teachers and parents with a broadly based portrait of a student’s achievement of the expectations for students learning at the end of that grade/course.

Each set of assessment materials includes a variety of activities—selected-response questions, short written-answer questions, extended writing activities, performance tasks such as lab experiments, problem-solving activities, and oral presentations. All activities are designed to interest students and to be of direct and practical use for teachers. All are directly related to learning outcomes from the *Program of Studies*.

Effective Use of the Classroom Assessment Materials

Teachers may use the Classroom Assessment Materials whenever they want to find out about a student’s performance in relation to set standards for the end of that grade/subject/course. The materials were developed with the following questions in mind:

- What knowledge, skills, and attitudes should a student have firmly in place before he or she moves to the next grade or course?
- How well should students completing the learning outcomes for a particular grade/subject/course do what is expected of them?
- What does acceptable work for a grade/subject/course look like?
- What does excellent work for a grade/subject/course look like?

Teachers may administer the components in whatever order suits their classroom assessment needs; however, the components are designed to be used together. Only the complete set of assessment activities will provide a portrait of how well a student has met the standards for that grade/subject/course. Teachers may photocopy the materials as their needs require.

Acknowledgements

This project has come to be because of the remarkable cooperation of school jurisdictions, hundreds of teachers and principals, and thousands of students. From everyone on the project teams—thank you.

The project teams also wish to thank the following organizations without whose consultation and advice the project would not have progressed:

Alberta Teachers' Association
 Alberta School Boards' Association
 College of Alberta School Superintendents
 Alberta Assessment Consortium
 Universities Coordinating Council
 Association canadienne-française de l'Alberta
 Public Colleges and Technical Institutes of Alberta

The Alberta Education CAMP team members from the *Curriculum Standards Branch*, *Alberta Distance Learning Centre*, *Language Services Branch*, and the *Student Evaluation Branch*.

CAMP Project Leaders

Frank Horvath and Elana Scraba

CAMP Subject Coordinators

English Language Arts

Elana Scraba

Mathematics

Hugh Sanders

Science

Greg Hall, Greg Thomas, Bernie Galbraith

Social Studies

Doug Burns

Contents

The Social Studies 20 Classroom Assessment

Overview of the Assessment	3
Components of the Assessment	3
General Learning Outcomes	5
Blueprint of the Assessment	6
Description of Standards	7

Administering and Scoring the Assessment Components

Performance Assessment	11
Scoring the Performance Assessment	14
Selected-Response & Written-Response Exam	18
Scoring the Selected-Response Questions	19
Scoring the Written-Response Questions	20
Credits	23

Calculating and Recording Student Achievement

Student Mark Calculation/Class Record Form.....	27
---	----

In addition to this *Teacher Manual*, the Social Studies 20 Classroom Assessment Materials include a complete set of *Student Materials* and *Examples of Students' Responses*.

The Social Studies 20 Classroom Assessment

- ***Overview of the Assessment***
- ***Components of the Assessment***
- ***General Learning Outcomes***
- ***Blueprint of the Assessment***
- ***Description of Standards***

Overview of the Assessment

Type of Assessment	Part/Activity	Time	Mark Allocation	Percent Allocation
Performance Assessment	Part A: Defining Quality of Life	100–125 min.	—	—
	Part B: Retrieving Information		18	11
	Part C: Preparing a Submission		30	19
	Total PA		48	30
Selected-Response & Written-Response Exam	Selected-Response Questions	120 min.	65	45
	Written-Response Questions		35	25
	Total SR/WR Test		100	70
TOTAL		4 hrs.	148	100

Components of the Assessment

Assessment Package

Along with this Teacher Manual for Social Studies 20, the assessment package consists of:

- Student Materials
 - Performance Assessment
 - Performance Assessment Resource Booklet
 - Selected-Response & Written-Response Exam
- Examples of Students' Responses

Performance Assessment

A complete description of the Performance Assessment, including an overview, is found starting on page 11. It is especially important to note that this type of assessment goes beyond the typical or usual summative evaluations administered at the end of Social Studies 20. It should be viewed as a broader assessment which is designed to measure students' achievement of skills that are not conventionally evaluated with a "pencil and paper" test.

Exam Component

The Selected-Response & Written-Response Exam can be considered a more "conventional" or typical evaluation strategy. It is designed to integrate, as the title suggests, selected-response questions and a variety of written-response tasks thematically organized around the major topics, generalizations, and concepts of the course.

Purpose of the Assessment

Together, the two parts of this assessment package are designed to comprehensively evaluate students' achievement upon completion of Social Studies 20. Individually, they do not cover the entire course and are consequently intended to be administered summatively as a whole set. The assessment Blueprint on page 6 shows the specific coverage of the course by the various activities, tasks, and questions contained in the Performance Assessment and Selected-Response & Written-Response Exam.

General Learning Outcomes

The following statements of learning outcomes summarize the knowledge, skill, and attitude objectives from the Program of Studies* for Social Studies 20. They are intended to provide teachers with the important learnings expected of students upon completion of the course. These outcomes were used to assist in the development of the assessment materials included in this package, and are not listed in any particular order of priority.

Upon completion of Social Studies 20, students will be able to:

- Use a variety of inquiry models and problem-solving procedures to answer questions, solve problems, and resolve issues
- Identify and explain major forces for change in European society, such as egalitarianism from the French revolution to the end of the First World War
- Explain how industrialization encouraged the growth of modern political and economic ideas and ideologies
- Describe how the pursuit of national interests has led to imperialist expansion and conflict among states
- Explain how economic growth and development have led to increased global interdependence in the contemporary world
- Recognize and appreciate the diversity and disparity that exist in the modern world
- Demonstrate an understanding of the interdependent nature of the world, and the impact that people and their actions have on the human and physical environment
- Identify factors that influence development and quality of life
- Demonstrate an awareness and appreciation that the solutions to many issues of global concern today and in the future will require international dialogue and cooperation
- Express ideas using timelines, charts, and concept maps
- Locate, organize, interpret, analyze, synthesize, and evaluate information and ideas
- Establish a thesis or take a position and defend it in a well-written essay
- Work effectively with others in a variety of group settings

*The Program of Studies for Social Studies 20 (Revised 1990) outlines in detail the knowledge, skills, and attitudes expected to be taught to all students taking the course throughout Alberta. It also outlines the generalizations, key understandings, concepts, and related facts and content to be taught within each topic, sub-topic, and theme.

Social Studies 20

Blueprint of the Assessment

Distribution by Topic and Theme									
Topic A: Development and Interaction of Nations: 19th Century Europe						Topic B: Interdependence in the Global Environment			
Knowledge/ Skills	Nationalism	Industrialization & Ideologies	Imperialism	International Conflict	Global Diversity	Economic Development & Interdependence	Quality of Life	Alternative Futures: Possibilities for Change	
Knowledge									
Understanding generalizations, concepts, and related facts and content	S/R 1, 3, 6, 7	S/R 9, 10, 14	S/R 20, 21, 22	S/R 25, 26, 31, 32	PA: Part A Activity 1 PA: Part B Activity 1 PA: Part C Activities 1 & 2 S/R 33, 45, 49	PA: Part A Activity 1 PA: Part B Activity 1 PA: Part C Activities 1 & 2 S/R 41, 50, 62	PA: Part A Activities 1 & 2 PA: Part B Activity 1 PA: Part C Activities 1 & 2 S/R 48, 52, 58	PA: Part B Activity 1 PA: Part C Activities 1 & 2 S/R 54, 55, 61, 65	
Process Skills									
Applying knowledge by interpreting, analyzing, and synthesizing information	S/R 2, 4, 5, 8	S/R 11, 12, 13, 15, 16	S/R 17, 18, 19, 23, 24	S/R 27, 28, 29, 30	PA: Part B Activity 1 PA: Part C Activities 1 & 2 S/R 34, 36, 37, 46, 47	PA: Part B Activity 1 PA: Part C Activities 1 & 2 S/R 38, 39, 42, 43, 44, 63	PA: Part A Activity 3 PA: Part B Activity 1 PA: Part C Activities 1 & 2 S/R 35, 40, 51, 56, 57	PA: Part B Activity 1 PA: Part C Activities 1 & 2 S/R 53, 59, 60, 64	
Communication Skills									
Communicating information		W/R I		W/R II	PA: Part C Activity 2	PA: Part C Activity 2	PA: Part A Activity 2 PA: Part C Activity 2	PA: Part C Activity 2	
Participation Skills									
Interacting effectively and/or participating in group decision making							PA: Part A Activity 2		
Selected Response—S/R	Written Response—W/R			Performance Assessment—PA					

Description of Standards

The following achievement statements describe what Social Studies 20 students who meet the **acceptable** and **excellent** standards of achievement know and can do upon their completion of the course. These statements represent provincial standards against which student achievement can be measured.

Acceptable Standard

Students who meet the **acceptable standard** in Social Studies 20 demonstrate a basic understanding of the knowledge (generalizations, concepts, and related facts) and skills (process, communication, and participation) that are fundamental to the program.

Students who meet the **acceptable standard** understand that the modern world has been influenced by major ideas and forces that have emerged from the eighteenth- and nineteenth-century European experience. They identify some of the key ideas, individuals, and events from the French Revolution, the Industrial Revolution, and the First World War. They also identify some of the main reasons why these events and ideas came to be. They have a basic understanding of the concepts of nationalism, industrialization, ideology, imperialism, and international rivalry and conflict.

Students who meet the **acceptable standard** understand that economic growth and development have led to increased global interdependence. They identify examples of global interaction, growth, and development. They also identify some of the effects these developments have had on global and national quality of life. They have a basic understanding of the concepts of global diversity and disparity, economic growth and interdependence, quality of life and the environment, and alternate futures and sustainable development. Social Studies 20 students at the **acceptable standard** demonstrate that they are able to summarize information from a variety of sources; interpret and use information from maps, graphs, charts, and tables; distinguish between different points of view; and, identify appropriate information and ideas as evidence to support a position. They express and defend their ideas in written and oral form. They work effectively and cooperatively with others.

Standard of Excellence

Students who meet the **standard of excellence** in Social Studies 20 demonstrate maturity and insight in their understanding and application of generalizations, concepts, and related facts that are fundamental to the course. They use critical and creative thinking skills in considering alternatives and making decisions when examining processes and changes that have affected society historically and currently.

Students achieving the **standard of excellence** deal with complex details and ideas, evaluate information for bias, and recognize relationships among concepts and historical events. They organize, interpret, analyze, and synthesize a wide variety of abstract information and source material. They also interact effectively and constructively with others in a variety of situations.

Administering and Scoring the Assessment Components

- ***Performance Assessment***
- ***Selected-Response &
Written-Response Exam***
- ***Credits***

Performance Assessment

Overview

Part/Activity	Page	Group/ Independent	Time	Mark Allocation
Introduction	1	Independent	5 min	N/A
Part A: Defining Quality of Life				
Activity 1—Personal Reflection	2	Independent	10–15 min	N/A
Activity 2—Brainwrite	3–7	Group	20–25 min	N/A
Activity 3—My Definition of Quality of Life	8	Independent	5 min	N/A
Part B: Retrieving Information				
Activity 1—Research Retrieval Chart	8–10	Independent	25–30 min	18 marks
Part C: Preparing your Submission				
Activity 1—Organizing Your Writing	11–12	Independent	10–15 min	N/A
Activity 2—Writing Your Submission	13–15	Independent	25–30 min	30 marks
		TOTAL	100–125 min	48 marks

Note: *There are some activities and questions in this assessment that are designed to focus students' thoughts on a specific subject, and no marks are allocated for them. These focusing activities are vital to their successful completion of the assessed written activities.*

Description and Advance Preparation

Performance assessments are intended to “broaden” or go beyond the traditional types of “pen and paper” evaluation that are often the norm in many classrooms. They are designed, as the name clearly suggests, to be based on a performance (or performances) of some kind, primarily intended to assess or evaluate students’ abilities to perform skills and demonstrate knowledge in a setting or mode that is different from those used in more traditional methods and strategies; i.e., discrete multiple-choice, short-answer, or extended written-response formats. Performance assessments are therefore designed to incorporate strategies of student evaluation that may not normally be included in a conventional final exam or test, for example group activities such as brainstorming or collaboration as preparation for independent writing.

The Social Studies 20 Performance Assessment is at least a partial attempt to fulfill these intended goals and design considerations, within the context of the summative and comprehensive nature of the assessment package of which it is a part. It is designed and intended to evaluate students' abilities to perform a variety of skills both independently and in a group setting, including participation skills that are not normally tested by traditional strategies. It is also based on the premise that students must recall a range of knowledge that they have acquired throughout the course and apply this knowledge in response to a variety of tasks in a number of different contexts.

Administration

The Performance Assessment will take your students 100 to 125 minutes to complete. It should be administered as close to the end of the course as possible. The blueprint on page 6 indicates the curricular areas that are assessed by the various activities within the Performance Assessment. This assessment is designed to be summative but does not cover the entire course. It focuses on selected themes and concepts from the Program of Studies, and assesses communication skills as well as students' knowledge. Please provide your students with this basic information before they write the assessment. **This assessment should be administered in one block of time.** Familiarize your students with all scoring criteria.

The Social Studies 20 Performance Assessment includes one group activity and six independent activities. For the group activity, divide your class into groups of three to five students each, and inform them of this group assignment before they start the Performance Assessment. The whole assessment should be completed in a **secure** environment. When students are doing the independent activities, **there must be no interaction or communication among them.** Familiarize yourself with each source in the Student Resource Booklet.

Time

Time allocations are included in the overview, and students should follow this schedule as closely as possible. If, however, you find that certain activities take more or less time than those predicted in the overview, use your discretion and allow a reasonable time for each activity to be completed by your students. To a certain degree, students will be able to move through the various activities at their own rates, much as they do during any other form of test. However, at the point when they need to move into their groups for brainwrite, they must all have completed the activities that preceded this. **Students must complete the activities in the sequence that they occur in the Student Booklet.**

Word Processing Students may use word processor if that is how they normally write. Changes made as a result of editing should be made directly on the printout.

Use of Scoring Criteria Be sure to familiarize your students with the scoring criteria that will be used for this assessment. Learning what the language of the criteria means in relation to their own work throughout the course will help your students to become more conscious thinkers and learners. Such knowledge and understanding will help them to be more self-critical and, therefore, more able to improve their work.

Scoring and Recording of Marks After the Performance Assessment has been administered, mark your students' responses, using the scoring criteria on pages 14 to 16 of this manual. In order to use the scoring criteria in the most consistent manner possible, you are strongly encouraged to read a broad selection of student work before you begin. In this way, you can appreciate the range and variety of responses and align them with the descriptors in the scoring criteria. You will also find it useful to examine the Examples of Students' Responses which are part of this package. Teachers selected these examples from the pilot stage of the project.

Once you have completed marking, you may wish to record the marks on the Student Mark Calculation/Class Record Form on page 27. This form can be duplicated to provide space for the total number of students in your class(es).

Scoring the Performance Assessment

Part B: Activity 1—Retrieval Chart

The task as it appears on page 8 of the Student Booklet:

- Review the thirteen sources in your Resource Booklet.
- Identify and explain **six** key points (**three** supporting **national** and **three** supporting **global** quality of life) and record them on the Research Retrieval Charts on pages 9 and 10.
- Note the source numbers from which the key points are obtained. (**9 marks** for each chart)

Mark Allocation: Each correct key point and identified source is worth 3 marks for a possible total of 18 marks. **Scores will be awarded only to those responses that contain a correctly identified source and relevant key points.**

Social Studies 20

Scoring Criteria

3	The key point is meaningfully developed, indicating the student's clear understanding of the relationship between concept and supporting example. The correct source is identified.
2	The development of the key point is not extensive, but demonstrates an adequate understanding of the relationship between concept and supporting example. The correct source is identified.
1	The selected key point is so minimally developed as to leave in some doubt the student's understanding of the relationship between concept and supporting example. The correct source is identified.
0	Responses that are blank, indecipherable, or not relevant and off-topic, or those where an incorrect source has been identified, should be awarded 0.

Part C: Activity 2—Writing Your Submission

The task as it appears on pages 11–13 of the Student Booklet:

Should the Canadian government place greater emphasis on improving national or global quality of life?

In your final submission you should:

- provide a clear position
- use valid and logical arguments
- provide support and explanations
- be convincing and persuasive
- proofread your work

Mark Allocation: Your final submission is worth 30 marks.

Social Studies 20

Scoring Criteria

Defence of a Position: Argumentation (5 marks × 3 = 15 possible marks)

5	The position chosen is defended by well-considered and logical arguments. The arguments are consistent, often insightful, and/or original and creative. A strong relationship among the position, arguments, and supporting evidence is established and maintained throughout the submission. The writing is ordered in such a way as to be controlled, convincing, and persuasive.
4	The position chosen is defended by sound arguments. The arguments presented are well reasoned and competently developed. A clear relationship is established among the position, arguments, and evidence. The writing is ordered in such a way as to provide focus and direction.
3	The position chosen is defended by one or more adequate arguments. While the arguments are generally sound, they may lack development, persuasiveness, and consistency. The relationship among the position, arguments, and supporting evidence is generally established. The writing is ordered in such a way as to generally show the writer's intent.
2	The position chosen is defended more by simple assertions than by the development of arguments and supportive evidence. If arguments are presented, they are often simplistic, repetitive, or undeveloped. The relationships among position, argument, and evidence may be difficult to determine. The writer's faltering organization indicates confusion and vagueness.
1	The defence of a position is weak. The position taken may be hard to determine, with little attempt displayed to defend it. The evidence chosen may be inappropriate and/or minimally developed. The writing is disorganized and leaves the writer's intent in doubt.
0	Student work that is too brief to assess or that has not addressed the task at hand should be awarded 0.

Social Studies 20

Supporting Evidence and Explanations: (5 marks × 2 = 10 possible marks)

5	The selected examples, illustrations, and details are comprehensively explained and specific, revealing a mature and insightful interpretation of source material. The examples are relevant and accurate, and are chosen deliberately.
4	The selected examples, illustrations, and details are competently explained, revealing a thoughtful interpretation of source material. The examples are relevant and accurate.
3	The selected examples, illustrations, and details are generally explained but may lack in development. A conventional interpretation of source material is revealed. The examples may be a mixture of relevant and extraneous information.
2	The selected examples, illustrations, and details are unfocused, inappropriate, and minimally developed. The examples reveal a partial interpretation of source material.
1	The selected examples, illustrations, and details are scant, overgeneralized, or inaccurately explained and applied, revealing a misunderstanding of source material.
0	Student work that is too brief to assess or that has not addressed the task at hand should be awarded 0.

Social Studies 20

Writing Skills: (5 marks)

5	The writing is fluent and clear, with precise sentences structured for effect. Purposefully selected words and expressions indicate a command of vocabulary. An impressive absence of error reveals control and confidence.
4	The writing is clear and generally fluent. Vocabulary is appropriate and controlled. Some minor errors do not reduce the clarity of communication.
3	The writing is generally clear. Choice of words and expressions indicate a conventional control of vocabulary. Despite occasional lapses, the writer demonstrates control of conventions.
2	The writing is unclear and often awkward. General, imprecise, inappropriate, or redundant words or expressions indicate a limited control of vocabulary. Distracting errors blur the clarity of meaning.
1	The writing is frequently unclear and not fluent. Few sentences are clear, and misused words and expressions indicate a lack of control of vocabulary. Frequent errors impede communication.
0	Student work that is too brief to assess or that has not addressed the task at hand should be awarded 0.

Total Mark for Performance Assessment

Part A 18

Part B 30

Total **48**

Record the student marks out of 48 on the Student Mark Calculation/Class Record Form on page 27. Fill in the percentage mark and then multiply by 0.3 to obtain the weighted score for the Performance Assessment.

Selected-Response & Written-Response Exam

Description and Advance Preparation

The Selected-Response & Written-Response Exam consists of 65 Selected-Response (multiple-choice) Questions and 2 Written-Response Questions/tasks. This exam is designed in an integrated format, combining both types of questions around concepts or themes from the Program of Studies. The exam is also designed to cover the whole course. (See Blueprint on page 6 for specific distribution of questions according to the Program of Studies.) Provide your students with this basic information to prepare them for writing the test. Familiarize your students with all scoring criteria used to assess the Written-Response Questions. The questions on the pilot exam have been field-tested, analyzed, and reviewed by teachers to ensure that they are curricularly valid, reliable measures of achievement, and a fair assessment of what students know and can do at the end of Social Studies 20.

Administration

The exam should be administered under the usual final exam conditions. Normal security measures should be taken before, during, and after test administration so that no materials remain with the students once they have finished the exam. **No assistance should be given to students during the writing of the exam, unless it is of a purely administrative or personal nature.**

Scoring and Recording of Marks

A key is provided on page 19 for the Selected-Response Questions. Mark the Written-Response component according to the scoring criteria found on pages 20 and 21 of this manual. Examples of Student Responses, indicating standards, have also been included in a separate booklet to assist you with this process. These examples, as well, were selected from the pilot stage of the project. Once you have completed marking, you may wish to record the marks for both the selected-response and written-response questions on the Student Mark Calculation/Class Record Form on page 27.

Scoring the Selected-Response Questions

Selected-Response Key

Topic A		Topic B	
1. B	19. D	33. B	51. A
2. C	20. D	34. D	52. A
3. C	21. B	35. C	53. C
4. B	22. A	36. D	54. A
5. C	23. B	37. B	55. C
6. D	24. A	38. A	56. B
7. C	25. C	39. C	57. A
8. A	26. D	40. C	58. D
9. B	27. C	41. B	59. D
10. D	28. A	42. A	60. C
11. B	29. D	43. A	61. A
12. A	30. D	44. D	62. C
13. C	31. B	45. D	63. D
14. C	32. A	46. C	64. B
15. D		47. B	65. B
16. A		48. C	
17. D		49. C	
18. A		50. B	

Scoring the Written-Response Questions

Written Response I

The task as it appears on page 7 of the Student Booklet:

Explain how Adam Smith and Karl Marx, within the context of their time, would have responded to this question:

Has the Industrial Revolution benefited society?

- Develop a response to the question that is **consistent** with the thoughts, ideas, and attitudes of Smith and Marx.
- Refer to specific conditions that existed during the Industrial Revolution that provide support to their respective points of view.

Mark Allocation: 5 marks × 2 for each response

Total = 20 marks

Social Studies 20

Scoring Criteria

5	The student demonstrates an insightful understanding of the ideas of the writer under discussion and of how these ideas relate to the assigned question. The selected conditions are specific, accurate, and comprehensive, and are appropriately applied to the point of view described. The writing shows coherence, direction, and order.
4	The student demonstrates a competent understanding of the ideas of the writer under discussion and of how these ideas relate to the assigned question. The selected conditions are purposefully chosen and applied to the point of view described, but may lack somewhat in specificity and comprehensiveness. The writing is clear and focused.
3	The student demonstrates an acceptable understanding of the ideas of the writer under discussion and of how these ideas relate to the assigned question. The selected conditions, while relevant and applied appropriately, may be general, incompletely developed, and contain some minor errors. The writing is clear, but lacks somewhat in consistency and precision.
2	The student demonstrates a limited and confused understanding of the ideas of the writer under discussion and of how these ideas relate to the assigned question. The selected conditions are largely superficial and inappropriate, and may contain errors providing little support to the point of view described. The writing is unclear and often unfocused.
1	The student demonstrates a minimal understanding of the requirements of the assigned task. The ideas and conditions discussed are incomplete, marginally relevant, and/or contain major errors. The writing is frequently unclear and poorly reasoned.
0	The student has not made a discernible attempt to address the assignment, or has totally misunderstood its intent. The attempt made may be so scant or brief that an assessment is not possible.

Written Response II

The task as it appears on page 16 of the Student Booklet:

On June 28, 1914, Archduke Franz Ferdinand of Austria–Hungary was assassinated in Sarajevo. On July 28, one month later, Austria–Hungary declared war on Serbia. By August 4, 1914, all the major powers of Europe were at war. Provide an explanation of the background causes of the First World War by answering the following question:

Why did a local conflict in the Balkans escalate into a world war?

Provide three reasons and explain each.

Mark Allocation: 5 marks for each of three reasons

Total = 15 marks

Social Studies 20

Scoring Criteria

The following criteria should be applied to each reason.

5	The student's selected reason and explanation demonstrate an insightful understanding of the relationship between the conflict in the Balkans and the causes of the First World War. Supporting examples, illustrations, and details are specific, relevant, and accurate. The writing is clear, precise, and well reasoned.
4	The student's selected reason and explanation reveal a competent understanding of the assigned task. Supporting examples, illustrations, and details are relevant and accurate, but may lack somewhat in specificity. The writing is clear and precise, but may lack depth of insight.
3	The student's selected reason and explanation show an acceptable understanding of the assigned task. Supporting examples and details are relevant but may be generalized, incompletely developed, and contain some minor errors. The writing demonstrates a reasoned approach, but lacks consistency in its clarity and preciseness.
2	The student's selected reason and explanation demonstrate a limited understanding of the assigned task. Supporting examples and details are superficial and may not always be relevant. The examples may contain errors. The writing is unclear, imprecise, and poorly reasoned.
1	The student's selected reason and explanation demonstrate a minimal understanding of the assigned task. Supporting details, if present, are superficial, incomplete, fraught with error, and/or marginally relevant. The writing displays poor reasoning.
0	The student has not made a discernible attempt to address the assignment, or has totally misunderstood its intent. The attempt made may be so scant or brief that an assessment cannot be made.

Total Mark for Selected-Response & Written-Response Exam

Selected Response 65

Written Response 35

Total **100**

Record the student marks out of 100 on the Student Mark Calculation/Class Record Form on page 27. Fill in the percentage mark and then multiply by 0.7 to find the weighted score for the Selected-Response & Written-Response Exam. Weighted scores for the Performance Assessment and Selected-Response & Written-Response Exam should be added to obtain the final mark in percent.

Credits

Performance Assessment (Resource Booklet)

- Page 1** Excerpt from *Canada and the World*, May 11, 1993. Reprinted with permission of Canada and the World, Waterloo, Ontario.
- Page 2** Cartoon from *Best Editorial Cartoons of the Year* (1992 Edition). Reprinted by permission of Neil Grahame.
- Cartoon from *The Demented Decade: The Mulroney Years—What Really Happened . . .* Reprinted by Permission of Adrian Raeside.
- Page 3** Article from *The Calgary Herald*, Nov. 22, 1994. Reprinted by permission of The Gazette (Montreal).
- Page 4** Four graphs from *Countdown 93, Campaign 2000, Child Poverty Indicator Reports*. Reprinted by permission of Centre for International Statistics, Canadian Council on Social Development.
- Page 5** Excerpt from *The Edmonton Journal*, December 6, 1995. Reprinted by permission of The Edmonton Journal.
- Sources 10 and 11 from *Time*, November 20, 1995, Vol. 146, No. 21. Copyright 1995. Reprinted by permission.
- Page 6** From *The New Internationalist*. February 1996.

Selected-Response & Written-Response Exam

- Page 4** Cartoon from *Modern Western Civilization*. Reprinted by permission of Hulton Getty Picture Collection.
- Page 8** Illustration from *Ideologies (2nd ed.)*. Reprinted by permission of National Archives of Canada.
- Page 9** Illustration from *Ideologies (2nd ed.)*. Reprinted by permission of Corbis Bettmann.
- Page 10** Source III: Map from *Canada and the World, April 1994*. Reprinted with permission of Canada and the World, Waterloo, Ontario.
- Page 14** Source I: Chart from *The Making of the Modern Age (2nd ed.)*. Published by Gage Educational Publishing. Public Domain.
- Pages 20–21** Sources I, II, III: Maps from *The Nystrom Canadian Desk Atlas, copyright © 1995*. Reprinted by permission.
- Page 24** Cartoon from *El Nacional*. Reprinted by permission.
- Pages 28 & 32** Excerpt from “A Carnivore Called Science” by Bruno Wambi. As appeared in *Third World Guide 91/92*. Reprinted by permission of Instituto del Tercer Mundo.
- Page 30** Excerpted from “Introduction” by Robert J. Samuelson in *The Economist Book of Vital World Statistics*. Published by Times Books. Reprinted by permission.
- Page 31** From *The Houghton Mifflin Canadian Dictionary of the English Language*.

Calculating and Recording Student Achievement

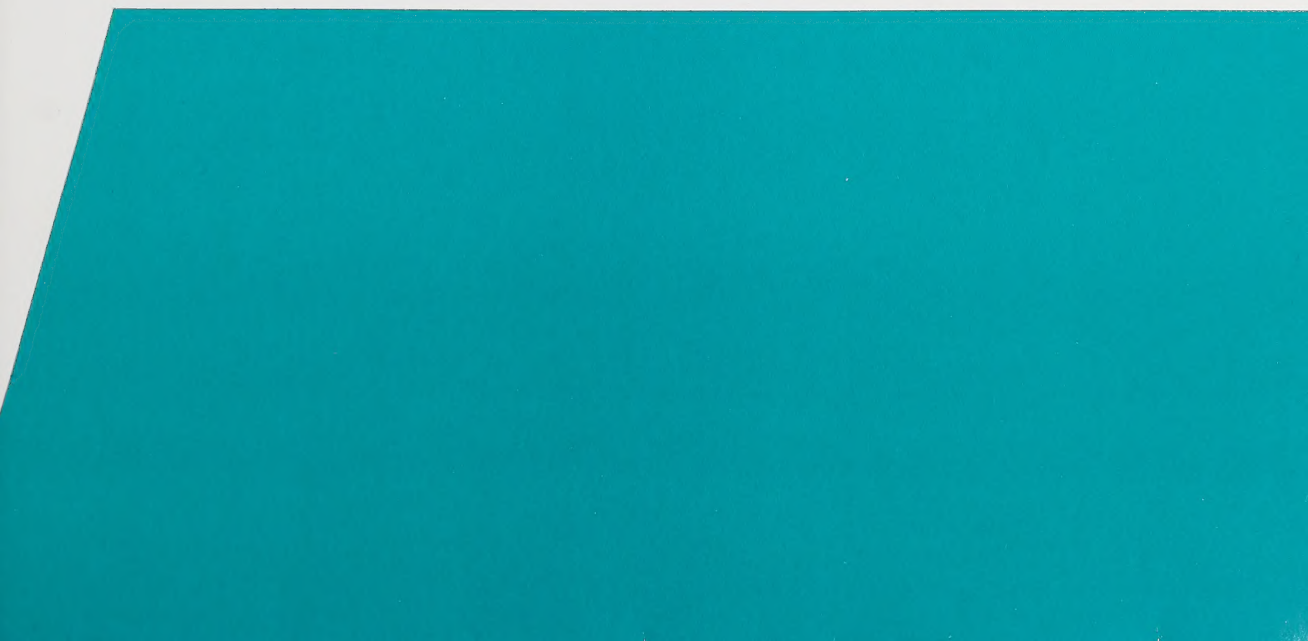
- ***Student Mark Calculation/Class
Record Form***

Student Mark Calculation/Class Record Form

[illegible]

*The standard for this assessment package is as follows:

Not Yet at Acceptable Standard (NS)	Acceptable Standard (AS)	Standard of Excellence (EX)
0-49%	50-79%	80-100%



Manufactured and Distributed by
Education Advantage Inc.

To order call Toll Free
1-888-544-CAMP(2267)